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ABSTRACT

This annotated bibliography focuses attention on the techniques and training methods used by police during family crisis intervention. The introduction emphasizes the importance of this special aspect of police training, and mentions the different possible target audiences such programs may have: they may be directed to all recruits, to all incumbent officers on a rotating basis, or to a new category of specialist in conflict management. It is also stated that despite the different approaches used in the materials, they share the common goals of reducing arrests, minimizing repeat interventions, and reducing the number of casualties. All of the documents cited are part of the collection of the National Criminal Justice Reference Service. (Author/BP)

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Police Crisis Intervention

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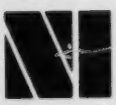

National Institute of Law Enforcement and Criminal Justice
Law Enforcement Assistance Administration
United States Department of Justice

POLICE CRISIS INTERVENTION

A Selected Bibliography

compiled by
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National Criminal Justice Reference Service

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INTRODUCTION

Intervention in domestic disturbances is a source of great concern for police administrators for very basic reasons--22 percent of all police deaths and 28 percent of all cases of assault upon police stem from police intervention in family crises. Family crises also endanger the lives of disputants: numerous studies indicate that three-fourths of all homicide victims are relatives, friends, or acquaintances of the offender.

Recognizing the potential gravity of this aspect of police responsibility, many police departments have implemented special training projects to prepare officers to intervene in domestic disturbances without exposing themselves to undue personal danger. The training programs may be directed to all recruits, to all incumbent officers on a rotating basis, or to a new category of specialist in conflict management. The approaches used vary, but all are based on increased understanding of the factors leading to family crises, and all have common goals: to reduce arrests, to minimize repeat interventions, and to reduce the number of casualties.

This bibliography has been compiled to focus attention on the techniques and training used by police during family crisis intervention. All of the documents cited are part of the collection of the National Criminal Justice Reference Service. Information on how to obtain these documents may be found on the following page.

HOW TO OBTAIN THESE DOCUMENTS

All of the documents in this bibliography are included in the collection of the National Criminal Justice Reference Service. The NCJRS Reading Room (Suite 400, 1015 20th Street, N.W., Washington, D.C.) is open to the public from 9:00 a.m. to 5:00 p.m. All of the documents cited are also available in at least one of the following three ways:

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TRAINING FOR POLICE CRISIS INTERVENTION

1. ARTHUR, G. L., C. E. McCLUNG, and P. J. SISSON. Domestic Disturbances--A Major Police Dilemma: How One Major City Is Handling the Problem. Journal of Police Science and Administration, v. 5, n. 4:421-429. December 1977. (NCJ 44616)

The Columbus (Georgia) Family Crisis Intervention Program is described and evaluated. The community-related goals of the program were to reduce the number of recalls in domestic conflicts, to increase both the quantity and quality of referrals to social service agencies, to reduce the incidence of family violence and homicides, to reduce the number of injuries to police and citizens, and to advance the public image of the police officer's role in the community. Interdepartmental goals included increasing officers' repertoire of responses in conflict management, effecting attitudinal changes, increasing sensitivity to and understanding of the elements in family conflict, enhancing officers' application of acquired skills, increasing multicultural awareness, and increasing officers' understanding of their own feelings. Following a pilot program, all officers were required to take part in at least 64 hours of training in domestic conflict intervention. The training curriculum dealt with needs assessment, intervention styles, stress and emotions in crisis management, fact-finding skills in crisis management, behavioral screening, nonverbal communication, fieldwork, and management and supervisory issues. The effectiveness of the program was evaluated in terms of community feedback, departmental reports, and trainee feedback. Positive program outcomes include improvements in knowledge and attitude among officers, increase in the number of referrals made to community agencies, and positive response from the public. The department has received requests from other agencies to demonstrate crisis intervention techniques. Supporting evaluative data are included.

2. BARD, M. Role of Law Enforcement in the Helping System. In Monahan, John, Ed., Community Mental Health and the Criminal Justice System. Elmsford, New York, Pergamon Press, Inc., 1976. 11 p. (NCJ 41354)

After reviewing the interrelated roles of law enforcement and community services, the author describes a program in which police officers were given specific training in family crisis intervention techniques. This program embodied crime prevention and preventive mental health principles by utilizing policemen as primary crisis intervention agents. Eighteen policemen were given an intensive university training program that included lectures, workshops, field trips, and special role-playing situations. After a month of intensive training, the Family Crisis Intervention Unit began its operational phase. For the subsequent 2-year period, one radio car was designated for use by the unit and was dispatched on all complaints that could be predetermined as involving "family disturbance." In its 21 months of operation, the unit engaged in 1,375 interventions with 962 families. Although final evaluation had not been completed,

the results showed that in spite of the high-hazard work involved in family crisis intervention, not a single injury was sustained by any member of the unit. During the same period, three patrolmen not trained in family crisis intervention sustained injuries while responding to family disturbances.

3. BAROCAS, H. and M. L. KATZ. Dayton's Pilot Training Program--Crisis Invention. Police Chief, v. 37, n. 7:20,22,23,27. July 1971. (NCJ 02690)

Participation by patrolmen in small group discussions, analyses of role-played crisis interventions, and problems encountered in this type of training are discussed. The Dayton Police Department crisis intervention program is part of a team policing program designed to train officers in a "generalist-specialist" orientation. The program was conducted by a group of psychologists and involved 43 patrolmen, 4 sergeants, and 1 lieutenant. The officers were assigned to a mixed ethnic and socioeconomic district following careful selection and a 3-week training period. The first week focused on investigative training, the second week on community and service agencies, and the third week on a group workshop experience. In the workshops, professional actors portrayed crisis situations and the police practiced their intervention techniques, aided by videotaped playback. Group discussions played an important part in this phase of the training. A followup training session was held 15 weeks after the patrolmen had experienced their new assignment. The following significant problems were identified: role identity confusion; the need for greater time and energy for crisis intervention calls; and the difficulties inherent in any innovation within a department.

4. CALIFORNIA COUNCIL ON CRIMINAL JUSTICE. Violence Prevention and Family Intervention Project: First Year Evaluation Report. By Marin County Criminal Justice Planning Agency. Sacramento, 1974. 95 p. MICROFICHE (NCJ 16697)

An evaluation of a program to train police in conflict management is presented. The program seeks to integrate and coordinate resources of mental health and law enforcement to facilitate police participation in decisionmaking and problem-solving as these relate to conflict management. Six police officers were trained as specialists in the skills and techniques of violence prevention and family intervention. New admission procedures were developed for use by law enforcement to admit mentally disturbed persons to the mental health center. A plan was designed for a mental health crisis intervention team to work with police personnel in the field, and an index of referral services was developed for use by the police. The evaluation components included data gathering, referral followup, program monitoring, and

student questionnaires. The number of family intervention arrests was reduced more than 10 percent in 1 year, using the previous 2 years as a baseline. The development of alternatives to arrest was deemed the major reason for arrest reductions. Problems that evolved were effectively resolved, and the program was generally considered successful.

5. COLUMBUS POLICE DEPARTMENT. Developing Skills for Family Crisis Intervention. By P. J. Sisson, G. L. Arthur, and C. Falls. Columbus, Georgia, 1974. 150 p. (NCJ 43020)

This manual was developed by officers in the Columbus (Georgia) Police Department. It was designed to assist law enforcement officers in acquiring the skills necessary to cope with family crisis situations. The manual is divided into five sections: family crisis intervention; action dimensions of crisis resolutions; field trial and practicum in family intervention; administrative dimensions of family crisis intervention; and final evaluation of family crisis intervention workers. A reference list and three skits for classroom use are also included. Appendixes contain a list of communication-related paperbacks, an affective word list (feelings), professional ratings, an article on leadership, and personal data forms.

6. Disturbance Calls, General 1. (Motion Picture). Woroner Films. Schiller Park, Illinois, 1971. 24 min., color, 16 mm. (NCJ 29476)

Various proper and improper responses to disturbance calls are presented in this training film. The film comes with a discussion guide. Shocking facts grimly point out that mishandling of routine emotional disturbance calls account for 20 percent of all police fatalities. This film takes the officer through the important steps of the who, what, where, when, and how of any complaint. It shows the importance of getting the facts, so the officer answering the call can exercise caution, yet act with compassionate authority. Reenactments of the most typical complaints include the officer on the premises helping to resolve personal problems, restoring the peace, and using preventive action to reduce arrests. Throughout the film, alertness is stressed to prevent the officer from jeopardizing himself.

7. DONOVAN, E. J. and J. F. SULLIVAN. Police Response to Family Disputes. FBI Law Enforcement Bulletin, v. 43, n. 9:3-6. September 1974. (NCJ 16981)

A description of New York City Police Department programs designed to train officers in handling family crisis situations is presented. A 2-year experimental program (1967-69) involved 18 patrolmen. They participated in an intensive 1-month training course on a full-time basis. Upon completion of the course, officers were assigned to Upper West Harlem where they answered all family dispute calls. A major finding of this experiment was the importance of "first-impression-police-intervention." Disputes were classified as violent, verbal, involving children, or involving alcohol. The courses of action identified for officers were mediation, referral, or arrest. As a result of this experimental program, the training division of the New York police has included family crisis intervention in its curriculum. Training includes orientation, analysis and evaluation of skit disputes, and investigative procedures.

8. DRISCOLL, J. M., R. G. MEYER, and C. F. SCHANIE. Training Police in Family Crisis Intervention. In Monahan, John, Ed., Community Mental Health and the Criminal Justice System. Elmsford, New York, Pergamon Press, 1976. 20 p. (NCJ 41355)

This article examines the police officer's duties in family crisis intervention and domestic disputes and discusses the importance of police training in this area. Social factors which place the police officer in the midst of family conflicts are discussed. Most of the article compares the effectiveness of a family crisis training program for police in New York City in 1967 with a similar program conducted by the Louisville (Kentucky) Police Department. The following aspects of the two programs are compared: theory, selection of participants, training, field operation, evaluation procedure, and results. After weighing program variables, the Louisville project was found considerably more effective than the New York project.

9. FLINT, R. T. Crisis Intervention Training. FBI Law Enforcement Bulletin, v. 43, n. 8:6-9. August 1974. (NCJ 14829)

Model programs developed by police departments in New York City, Minneapolis, Oakland, and Richmond (California) are described. The author discusses the concept and techniques of crisis intervention training. He also suggests ways in which various sized departments can develop such programs. The need to allow the opportunity for practice by using simulation exercises and the need to have consultants or experienced senior officers develop the program curriculum are stressed.

10. GOLDSTEIN, A. P., P. J. MONTI, T. J. SARDINO, and D. J. GREEN. Police Crisis Intervention. Kalamazoo, Michigan, Behaviordelia, Inc., 1977. 182 p. (NCJ 38965)

In every community, the police are viewed as the immediate help resource in emergency situations; e.g., the potential "jumper" standing on a bridge is never surrounded by a squad of mental health workers. In fact, approximately 80 percent of the time the average patrol officer is involved in service calls requiring primarily social regulation, order maintenance, and/or crisis intervention. This book begins with a four-step action plan applicable to any crisis call. Detailed treatments of five common types of crises are then given: family disputes, mental disturbance, drug and alcohol intoxication, rape, and suicide--what causes them, how people tend to react to them, and how the nature of each is likely to affect the success of efforts to resolve it. The last two chapters, written for the police trainer, outline a process called "structured learning training," a training approach proven effective in teaching crisis intervention skills to patrol officers. Trainers are given detailed examples of exercises keyed to intervention procedures. Appended materials include a sample family crisis intervention report and a list of suggested readings.

11. INTERNATIONAL ASSOCIATION OF CHIEFS OF POLICE. Crisis Intervention--Training Key. Gaithersburg, Maryland, 1974. 6 p. (NCJ 36401)

Using the family crisis situation as an example, this training key discusses the skills and attitudes needed by police officers to intervene effectively in personal emergencies. A discussion guide is included.

12. KATZ, M. Family Crisis Training--Upgrading the Police While Building a Bridge to the Minority Community. In Curran, James T. and Richard H. Ward, Ed., Police and Law Enforcement, 1973-74, Volume 2. New York, AMS Press, Inc., 1975. 7 p. (NCJ 31892)

The rationale behind a family crisis intervention training program is examined, and specific techniques utilized in the Lowell (Massachusetts) Training Program are outlined. Efforts at improving police-community relations may fail as programs to change police attitudes and adequately train officers in useful techniques. The Lowell Family Crisis Intervention Training Program was designed with two purposes in mind: to provide police with skills and techniques to successfully and constructively resolve interpersonal conflicts, and to improve the image of police by their successful relations with citizens in a noncriminal situation. It was also hoped that police,

trained in family crisis techniques, could deal more effectively with these problems and reduce the high rates of recidivism for family conflict situations. The Lowell Training Program was designed to train 10 officers. The program first offered an intensive period of training, which utilized discussions, role playing, video tapes, and group participation to teach the basic skills needed for family crisis intervention. The second phase began once the officers returned to duty, and consisted of biweekly followup meetings of trainers and officers for 26 weeks. Recommendations concerning training techniques and departmentwide training are included.

13. LEIBMAN, D. A. and J. A. SCHWARTZ. Police Programs in Domestic Crisis Intervention: A Review. In J. R. Snibbe and H. M. Snibbe, Eds., Urban Policeman in Transition: A Psychological and Social Review (NCJ 10410). Springfield, Illinois, Charles C. Thomas, 1973. 52 p. (NCJ 47065)

Training programs in family crisis intervention in 14 police departments are summarized, and Family Crisis and Intervention Unit (FCIU) recommendations are presented. Police training has generally been inadequate to prepare police officers to cope with the complexities of the domestic crisis situation. As of 1966, no law enforcement agency in the nation had a training program in this area despite the fact that between 5 to 10 percent of an urban police officer's assignments involve domestic disputes. As of 1971, at least 14 agencies have conducted training in crisis intervention, and many more are now considering developing such programs. Each of the 14 agencies' programs had unique aspects, but certain similarities of philosophy and methods have been noted and are briefly discussed. All of the programs had the following features: (1) a generalist-specialist philosophy (no department has developed a large-scale, pure specialist approach --all officers perform regular patrol duties along with crisis intervention); (2) outside consultants (all have used outside experts, usually psychologists, to develop and conduct the training); (3) small group training (none conduct their training in large classes); (4) innovative training methods (such as role playing); and (5) referral systems (arrangements are made with a network of local community agencies for the referral of domestic dispute cases). The 14 programs reviewed are broadly grouped in three categories--the New York approach, the Richmond (California) approach, and the Oakland approach--on the basis of the three different conceptual models used in training. The basic elements of each program are briefly stated, and aspects of special significance are highlighted. In each of the three general categories, a more intensive critical summary is presented for at least one of the programs. Three extended critiques (one for each model) are presented, followed by brief summaries of the programs that have been developed from those models. Nine family crisis intervention projects were variations on the New York approach, one was derived from the Richmond approach, and one was developed

from a combination of the New York and Richmond methods. As of 1973, Oakland's FCIU model has not been attempted by any other city. The extended summaries are concerned with training methods, program evaluation, and effects of the FCIU program on the rest of the department, as well as issues basic to the success or failure of the programs. The following specific FCIU recommendations for development of new training programs are presented: (1) securing and maintaining administrative support; (2) setting realistic, measurable goals; (3) avoiding token programs; (4) planning for the project's institutionalization; (5) including supervisory personnel in the planning and training; (6) making long-term plans for the program; and (7) arranging coordination with referral agencies. References are provided.

14. MULTNOMAH COUNTY SHERIFF'S DIVISION. Police Officer Reaction to Training in Conflict Management Conducted by the Family Crisis Project. By M. K. Davis and H. A. Goeman, Northwest Psychological Services. Portland, Oregon, 1972. 63 p. MICROFICHE (NCJ 14297)

An evaluation study designed to measure the impact of this training program is presented. A questionnaire was administered to a sample of 100 police officers (slightly more than 50 percent of all the law enforcement officers who had participated in the course). Over 70 percent of the trainees stated that they would be able to apply what they had learned in their work. Almost 90 percent indicated that they had gained a better understanding of people and more knowledge about interviewing techniques. Less than 20 per cent stated that they would not be able to apply the course content and materials learned. Evaluators strongly recommended that the Family Crisis Project training course be continued. A copy of the evaluation questionnaire and data on individual responses appears in the appendix.

15. New Police-Family Crisis Intervention. (Motion Picture). Harry Moses Productions. Schiller Park, Illinois, 1972. 14 min., color, 16 mm. (NCJ 19589)

This educational documentary film shows the innovative work of police agencies dealing with family crisis situations and understanding the skid row inhabitant. In an attempt to make the police officer more aware of the feelings, needs, and lifestyles of people he must handle, one police department has initiated a program in which the officer spends the night on skid row, dressed as a derelict. The film shows these officers on the street "experiencing" skid row life, and documents reactions of the officers as they speak about their experiences in a group discussion. A specially trained intervention unit of the Oakland (California) Police Department is then shown on two disturbance calls. The first call is typical of

most departmental situations--short and to the point. The second call, admittedly experimental, is more oriented to problem-solving. In this situation the officers spend over 2 hours trying to get at the root cause of the disturbance and working on the alcoholic husband's fundamental problems with Alcoholics Anonymous, on-the-spot referrals, and other techniques. The officer's viewpoints on these calls are then aired in brief sessions.

16. Officer Survival: An Approach to Conflict Management--The Day Everything Went Wrong. (Motion Picture). P. Schnitzler, New York, 1976. 22 min., 16 mm. (NCJ 37894)

The film is the first in a series of six police training films on maximizing officer survival and minimizing the possibility of assault and police/citizen injury through use of the discretionary alternatives approach. This approach involves introducing an impartial third party into the dispute, getting the conflict to the point where the disputants can talk to one another calmly, then quickly moving beyond the precipitating incidents the underlying issue or issues. Two conflict resolution models are emphasized--the negotiated settlement process known as mediation, and referral to community agencies. This film is designed to point out the danger of serious injury or fatality to any officer handling disturbance-type calls. In the situations presented, all officer injuries and fatalities occur as a result of things the officer did or failed to do in handling the call. The film shows that in each of the highly charged emotional situations that could have been averted, officers placed themselves in positions which set up the potential injury to themselves and the citizens. The three situations presented involve black disputants in a neighbor-to-neighbor dispute, a Mexican-American family dispute, and a family triangle situation. All are related to one another by two common denominators--demeanor-attitude and dispute-handling procedures. The film ends with the officers getting together after their watch for a training session, thereby presenting the cast of officers for the series--seven types of officers identified as being present in almost any department. An instructor's guide is included.

17. Officer Survival: An Approach to Conflict Management--Approaching Potentially Explosive Conflicts. (Motion Picture). P. Schnitzler, New York, 1976. 22 min., color, 16 mm. (NCJ 38331)

This film is the second in a series of six police training films on maximizing officer survival and minimizing the possibility of assault and police/citizen injury through use of the discretionary alternatives approach. This approach involves introducing an impartial third party into the dispute, getting the conflict to the point where the

disputants can talk to one another calmly, then quickly moving beyond the precipitating incidents to identify the underlying issue or issues. Two conflict resolution models are emphasized--the negotiated settlement process known as mediation, and referral to community agencies. This film shows the patrol officer how to arrive at a call, make contact with the disputants, and avoid getting himself, his partner, or citizens into a situation which could lead to injury or fatality. The potential danger involved in handling disturbance calls is emphasized. As in the first film, officers set themselves up for potential injuries or fatalities. This film differs, however, in that it presents a negative action followed by an SAA (Survival Awareness Action). The scene is designed to stimulate discussion about the appropriateness of Survival Awareness Action. The film focuses entirely on the issue of officers approaching potentially explosive situations. The film shows one dispute situation which does reach explosive dimensions, that of a black couple who have separated. Awareness of the potential for danger begins when the call is received at the front desk. From this time to the the point of contact with the disputants, the officers are taken a step at a time through a series of mistakes which research shows have been made by most officers in the field. The six films in this series were designed to be used as a progressive unit which will provoke discussion after numerous showings. An instructors' guide is included. For the rest of the series, see NCJ 37894, 38080-81, and 38332-33.

18. Officer Survival: An Approach to Conflict Management--Defusing Hostile Individuals. (Motion Picture). P. Schnitzler. New York, 1976. 22 min., color, 16 mm. (NCJ 38080)

This film is the third in a series of six police training films on maximizing officer survival and minimizing the possibility of assault and police/citizen injury through use of the discretionary alternatives approach. This approach involves introducing an impartial third party into the dispute, getting the conflict to the point where the disputants can talk to one another calmly, then quickly moving beyond the precipitating incidents to identify the underlying issue or issues. Two conflict resolution models are emphasized--the negotiated settlement process known as mediation, and referral to community agencies. This film focuses on control techniques referred to as the officers' psychological Sam Browne. Basically, it provides officers with a series of psychological control techniques designed to assist in restoring order in an inflamed or hostile situation without resorting to the use of physical force unless absolutely necessary. Two dispute situations are used to illustrate these techniques--a landlord-tennant dispute and a domestic quarrel between a recently separated couple. Excerpts of the way officers handle these situations, both prior to and after training, are contrasted. The conflict management defusing skills illustrated include having

an officer blow his whistle to gain the disputant's attention, separating the disputants by breaking their eye contact, allowing disputants to vent their emotions to the police officer, and using distractions (routine data gathering, joking, personalizations, the rookie approach). An instructor's curriculum guide accompanies the film.

19. Officer Survival: An Approach to Conflict Management--Problem Identification. (Motion Picture). P. Schnitzler. New York, 1976. 22 min., color, 16 mm. (NCJ 38332)

This film is the fourth in a series of six police training films on maximizing officer survival and minimizing the possibility of assault and police/citizen injury through use of the discretionary alternatives approach. This approach involves introducing an impartial third party into the dispute, getting the conflict to the point where the disputants can talk to one another calmly, then quickly moving beyond the precipitating incidents to or issues. Two conflict resolution models are emphasized--the negotiated settlement process known as mediation, and referral to community agencies. This film shows how to identify, specifically and quickly, the problems underlying a dispute through a process of calm, organized information gathering. Several barriers to this process appear on the surface. However, through the use of good listening and communicating skills, the officers should be able to identify the underlying issues of the conflict. Knowing what the issues are, the officers will be able to move on to one of the conflict resolution processes mentioned above. This film also deals with the often ignored psychological survival of a police officer jeopardized by "negative overloading," the impact of negative contact after negative contact on the attitudes of patrol officers. The six films in this series were designed to be used as a progressive unit which will provoke discussion after numerous showings. An instructor's guide is included. For the rest of the series, see NCJ 37894, 38080-81, 38331, and 38333.

20. Officer Survival: An Approach to Conflict Management--Conflict Resolution, Part 1--Mediating Disputes. (Motion Picture). P. Schnitzler. New York, 1976. 22 min., color, 16 mm. (NCJ 38081)

This film is the fifth in a series of six police training films on maximizing officer survival and minimizing the possibility of assault and police/citizen injury through use of the discretionary alternatives approach. This approach involves introducing an impartial third

party into the dispute, getting the conflict to the point where the disputants can talk to one another calmly, then quickly moving beyond the precipitating incidents to identify the underlying issue or issues. Two conflict resolution models are emphasized--the negotiated settlement process known as mediation, and referral to community agencies. This film is designed to show a process of authentic conflict resolution suitable for use in a wide variety of conflicts where underlying issues are negotiable. Two conflict situations are presented; a dispute between a gas station attendant and a customer, and a child custody problem involving an ex-husband who brings his girlfriend into the house of his ex-wife. The first situation is shown as it is handled by the officer both before and after training. In the second situation, officers mediate the conflict to a solution which involves the second resolution process--referral. An instructor's curriculum guide accompanies the film.

21. Officer Survival: An Approach to Conflict Management--Conflict Resolution, Part 2--Utilizing Community Resources. (Motion Picture). P. Schnitzler. New York, 1976. 22 min., color, 16 mm. (NCJ 38333)

This film is the last in a series of six police training films on maximizing officer survival and minimizing the possibility of assault and police/citizen injury through use of the discretionary alternatives approach. This approach involves introducing an impartial third party into the dispute, getting the conflict to the point where the disputants can talk to one another calmly, then quickly moving beyond precipitating incidents to identify the underlying issue or issues. Two conflict resolution models are emphasized--the negotiated settlement process known as mediation, and referral to community agencies. This film shows patrol officers how to assist disputants whose problems go beyond law enforcement concerns. It also deals with the referral of disputants to appropriate community agencies which can deal with their problems. The strategy outlined depends upon officer knowledge of referral agencies and the existence of a referral process within the department. The six films in this series were designed to be used as a progressive unit which will provide discussion after numerous showings. An instructor's guide is included. For the rest of the series, see NCJ 37894, 38080-81, and and 38331-32.

22. PHELPS, L. G. and J. A. SCHWARTZ. Training an Entire Patrol Division in Domestic Crisis Intervention Techniques. Police Chief, 18-19. July 1971. (NCJ 02689)

Simulated family crises and interview training sessions were used by consulting psychologists to instruct police team members from Richmond, California. Since the Richmond Police Department has been using the team policing concept for several years, the uniform division was already subdivided into small groups appropriate for training. Reactions of officers in the program were generally very favorable. Since all officers will occasionally handle family fights even if specialists have been trained, it was felt that this program was a useful alternative to establishing small units of specialists.

23. Police Training Crisis Intervention. (Motion Picture). Commonwealth of Pennsylvania. By S. J. Danish, D. Katkin, and P. E. Katkin, Pennsylvania State University. State College, 1977. 25 min., color, 16 mm. (NCJ 41376)

Through a series of 18 vignettes, police learn how to handle a host of situations. Included are a bribe by a higher-up, property vandalism, judicial criticism of police behavior, rowdy teenagers, and a family spat.

24. REITZ, W. E. Evaluation of Police Family Crisis Training and Consultation. London, Ontario, Canada, University of Western Ontario, 1974. 8 p. MICROFICHE (NCJ 18256)

The effectiveness of a family crisis intervention training program for police and the effects civilian family crisis consultants have on police-community relations are discussed. The goals of the program were to utilize police as case finders; to increase the number of referrals to helping agencies; to increase police knowledge of and use of community resources; to sharpen police skills in handling family crises; and to improve police-community relations. The evaluation methodology consisted of interviewing officers, families who had requested police intervention, and representatives from referral agencies. The data appear to justify the following conclusions. The training program was positively perceived by the police. The program resulted in desirable changes in police behavior in handling family crises which were discernable by the recipients of the service. The program changed police behaviors toward the general public, resulting in more commendatory letters. The program resulted in an increase of referrals to social agencies. The family consultant service was well received by both police and community agencies, resulting in further increases in referral rates and a more equitable and appropriate distribution of referrals. The majority

of new referrals were, in fact, seen by an agency. Families frequently using police intervention services have reduced their requests. In general, the program appears to have achieved its goals and had litle, if any, negative effects on the police-mental health system.

25. SCHREIBER, F. G. and J. ANDREWS. Crisis Intervention Training for Police Using Civilian Instructors: A Practical Model. Police Chief, v. 42, n. 10:254-258. October 1975. MICROFICHE (NCJ 35762)

Police in Boulder, Colorado, instituted a one-half day crisis intervention training course based partly on courses previously given in New York City and Louisville which used role-playing simulation. The simulations were performed by staff members of the Boulder Community Mental Health Center. Three to five skits were presented during the session. They generally included a family disturbance, a psychotic incident, and a suicide. Police reacted favorably to the program. This type of program is thought to be well-suited to medium-size police departments (Boulder's population is about 75,000).

26. SCHWARTZ, J. A. Domestic Crisis Intervention: Evolution of a Police Training Program. Crime Prevention Review, v. 2, n. 4:9-16. July 1975. (NCJ 37034)

Early training programs for police domestic crisis intervention are examined, and the development and results of a comprehensive, departmentwide crisis intervention training program initiated in California are explored. Since domestic disturbance incidents are among the most frequent, dangerous, time consuming, and potentially disruptive situations handled by police officers, it would appear that specific training in domestic crisis intervention can be justified by concerns for officer safety, departmental time and efficiency, crime prevention, and community relations. Early programs in crisis intervention were undertaken in New York City and Oakland, California. While valuable in many respects, these programs produced limited benefits, perhaps because the programs were not ongoing or institutionalized and because only a small percentage of the officers in each department received the training. In 1970, program development for a more comprehensive family crisis intervention training program began in Richmond, California. Based on observation of actual police performance and surveys of police officers, a systematic police procedure for handling these disturbance calls was developed. The training was practical in nature, covering such topics as officer safety, diffusing, mediation, brief interviewing, referral, cultural issues, and legal issues. Written materials, films, and dispute simulations were used in training every officer, not just a few spe-

cialists. The Richmond program has been successful in other police departments as well. Evaluations of these trainings have indicated increased satisfactions of citizens receiving crisis intervention aid and decreased police time spent handling disturbance calls. An additional benefit of this program is that in-house personnel may be trained as instructors.

27. SIMI VALLEY POLICE DEPARTMENT. Crisis Intervention and the Police. Simi Valley, California, undated. 6 p. MICROFICHE (NCJ 17768)

The effectiveness and impact of the Simi Valley police crisis intervention training program, and the methods of intervention found to be most effective, are described in this pamphlet. The meaning of crisis intervention and the suitability of using police in crisis intervention are discussed. The Simi Valley training program involves approximately 120 hours of initial training in crisis intervention followed by a 16-hour refresher course in the second year. The course consists of training in psychology, behavioral contracts, personal stress, suicide prevention, ethics, and communications skills. Specific training techniques are described. The most effective tactics in crisis intervention were behavioral contracts and communication exercises between disputants. It was noted that the new intervention techniques will demand a greater investment of police time. Also noted was a reported increase in police job satisfaction.

28. SNIBBE, J. R. and H. M. SNIBBE, Eds., Urban Policeman in Transition: A Psychological and Sociological Review. Springfield, Illinois, Charles C. Thomas, 1973. 637 p. (NCJ 10410)

These readings are designed to give an overview of new research, programs, and developments which reflect current changes in the police science field. Individual chapters discuss selection criteria and performance prediction devices for police officers, police attitudes toward their jobs, and innovations in police training, including crisis intervention and personal awareness training. Additional material covers police-community relations, emphasizing police-minority group relations. This publication also focuses on police and the mentally ill, and the feelings of the police concerning this interaction. The final area of concentration deals with the problems professional consultants face when working with the police. The book is written for police officers and students, as well as laymen interested in police science.

29. SPITZNER, J. H. and D. H. McGEE. Family Crisis Intervention Training, Diversion, and the Prevention of Crimes of Violence. Police Chief, v. 42, n. 10:252-253. October 1975. MICROFICHE (NCJ 35761)

This article briefly describes the training program and the results of this training on participating police officers and the families they dealt with as part of a family crisis unit in Columbus, (OH). Training was provided by the family crisis unit of the Columbus Area Community Mental Health Center. The techniques stressed in the training were mediation and referral. Police officers, although skeptical of this training prior to the program's inception, were highly satisfied and felt that it aided them in their jobs.

30. STEINBERG, J. L. and D. W. McEVOY. Police and the Behavioral Sciences. Springfield, Illinois, Charles C. Thomas, 1974. 180 p. (NCJ 15239)

A selection of reports is presented on collaborative efforts between police agencies and behavioral scientists to improve recruitment, selection, and human relations training. During the past few years, a number of interesting corraborative efforts have taken place between police agencies and consulting behavioral scientists in developing innovative programs to improve human relations training. There has been a growing recognition of the importance of such training because of the very considerable discretion given a police officer in dealing with people. Most of an urban police officer's time involves delivery of noncrime-related human services. The training programs represented in this volume include the areas of child and juvenile contacts, race relations, family crisis intervention, conflict management, and community relations. These programs represent a significant departure from traditional police training which has frequently been a matter of indoctrination through lectures. New directions are explored in learning and curriculum design to instill in the officer the good judgment, decisionmaking ability, prudence, and understanding which are required for professional response to field situations. This compilation of reports includes a description of programs to design police promotional examinations and to recruit police applicants from the black population.

31. SULLIVAN, R. Violence, Like Charity, Begins at Home. New York Times Magazine. November 24, 1968. MICROFICHE (NCJ 00192)

An experimental police unit with special training breaks up family disputes without violence. Intervention in family fights is regarded as a thankless job that poses possible charges of police brutality with little promise of reward. An experimental New York City

police unit of 18 volunteers was trained in psychology and related fields to handle family crisis problems. After 15 months of operation, not a single injury or fatality was reported. There have been no charges of police brutality in an area where such accusations are are commonplace. None of these interventions resulted in homicide or suicide. The apparent success of the unit will affect the way policemen are motivated, trained, and rewarded by their departments. The major part of the report deals with typical cases of family disturbances, disputes, and minority problems as handled by the experimental police unit and the various police intervention techniques used to quell them.

32. U.S. DEPARTMENT OF JUSTICE. Law Enforcement Assistance Administration. DARE (Demonstration and Replication Experiments)/Police Family Crisis Intervention Training Project: Final Report. By Criminal Justice Associates, Inc., Washington, 1974. 9 p.
MICROFICHE (NCJ 36868)

A final report is presented on the first phase of a National Institute of Law Enforcement and Criminal Justice (NILECJ) Strategy to transfer action-research findings in the criminal justice system. The Demonstration and Replication Experiments (DARE) Program/Police Family Crisis Intervention Training sought to extend the findings of a basic examination of police officers in the role of third-party interveners in family crisis situations in New York City. Six cities were chosen to implement family crisis intervention programs on the basis of prior awareness of the concept and New York's training program and a prior demonstration of interest and ability to implement complex projects. Progress evaluations were the responsibility of contractors in each city.

33. _____. Law Enforcement Assistance Administration. Training Police as Specialists in Family Crisis Intervention. By M. Bard, City University of New York. Washington, U.S. Government Printing Office, 1970. 113 p.
MICROFICHE (NCJ 00050)
Stock No. 2700-0064

This training program was intended to demonstrate innovative methods of crime prevention and preventive mental health. Processing family disturbances constitutes a major portion of police work. Traditional police approaches to the problem do not reflect the realities of this police experience. There is evidence that a significant proportion of injuries and fatalities suffered by police occur in highly volatile family conflict situations. The present project attempted to mollify family assaults and family homicides and reduce personal danger to police officers in such situations. The project developed a new preventive mental health strategy. Assuming that family conflict

may be an early sign of emotional disorder in one or all of the participants, the project attempts to use policemen as frontline case-finders in keeping with theories of primary prevention. It was proposed that selected police officers be provided with interpersonal skills necessary to effect constructive outcomes in deteriorating situations which require police intervention. A specialized role for police officers involved was rejected. The program avoided conversion of policemen into social workers of psychotherapists. In addition to performing all generalized police patrol functions, these officers were dispatched on all family disputes in a given geographical area. In addition to continuous group experience, each family specialist was assigned an individual consultant for a 1-hour consultation at least once weekly. Individual consultants and advanced clinical psychology students acquired an unusual community consultation experience in this way.

34. _____. Law Enforcement Assistance Administration. National Institute of Law Enforcement and Criminal Justice. Approach To Evaluating a Police Program of Family Crisis Intervention in Six Demonstration Cities: Final Report. By P. B. Wylie, L. F. Basinger, C. L. Heinecke and J. A. Rueckert, Human Resources Research Organization. Washington, 1975. 237 p. (NCJ 43023)

Program variables, attitudinal variables, and citizen responses were analyzed to evaluate effectiveness of police training in reducing assaults and arrests arising from family crisis situations. Local training programs were developed in Columbus, Georgia, Jacksonville, Florida, New Orleans, Louisiana, Peoria, Illinois, Portsmouth/Chesapeake, Virginia, and Syracuse, New York. Departmental support was the strongest indicator of program success; the initial attitude of police officers the weakest. Following training, 80 to 90 percent of officers, depending on the city, felt they were handling crises more effectively; positive responses on the citizen questionnaires rose from 50 to 60 percent to above 85-percent. Training had no appreciable effect on police injuries incurred in family incidents but did help slow the increase in number of arrests. Since an arrest costs an average of $50, a decrease of five or six a month can result in significant savings. Tables give a detailed breakdown of questionnaire responses. Appendixes review the six programs and present copies of all survey instruments used. It is recommended that cities involved in the experiment be used as models to develop a uniform training program for use by other police departments.

35. _____. Law Enforcement Assistance Administration. National Institute of Law Enforcement and Criminal Justice. Family Crisis Intervention: From Concept to Implementation. By M. Bard, City University of New York. Washington, 1974. 18 p.
MICROFICHE (NCJ 13282)

Concepts underlying crisis intervention training programs are presented. Organizational and operational considerations for implementing such programs are also reviewed. In 1972, 13 percent of all policemen killed in the line of duty were responding to family disturbance complaints: almost 25 percent of all reported murders occurred between family members. Despite these dangers, techniques for dealing with such crises are rarely included in police recruit and inservice training programs. This monograph explains the concepts underlying crisis intervention training. The initial discussion focuses on: interpersonal conflict management and crisis intervention theory and practice. Situations during which crisis intervention by officers would be helpful include crime victimization, natural disasters, notification of death or injuries, accidents, psychotic reactions, and attempted suicides. Three models of implementation, based on the structure of police organizations, are presented.

36. _____. Law Enforcement Assistance Administration. National Institute of Law Enforcement and Criminal Justice. Function of the Police in Crisis Intervention and Conflict Management: A Training Guide. By S. Braunstein, N. Curtis, E. Hirsch, B. McIver, D. K. McLeod, and J. W. Zacker, Criminal Justice Associates, Inc. Washington, 1974. 250 p.
(NCJ 17535)

Guidelines are presented for dealing with the organizational, theoretical, and operational aspects in the design and implementation of a police training program for crisis intervention. The police role has been traditionally defined by both the public and the police as "crime-fighting" and hard core "law enforcement." The reality of the situation indicates that approximately 80 percent of an officer's time is spent in the area of social regulation, order maintenance, and service to the community. Fundamental crisis and conflict theory is outlined, specific training exercises are suggested, and intervention methods are detailed. The development of administrative forms and procedures is also discussed, together with the use of the social and community service network. An 18-page reference section contains an annotated bibliography of literature and audiovisual materials in the areas of general training, crisis intervention, conflict management, the family, interviewing, and professional referral. Attached to this report are 12 appendixes which include such program aids as family disturbance and family crisis intervention scripts for real-life simulations, an article on crisis intervention and the investigation of forcible rape, and group discussion and exercise techniques.

37. _____. Law Enforcement Assistance Administration. National Institute of Law Enforcement and Criminal Justice. New Orleans Police Department: Family Crisis Intervention Experiment--Final Evaluation. By E. F. Randolph, Jr., R. J. Condon, J. E. Firmin, and J. Fulwiler, New Orleans Police Department. Washington, 1976. 13 p. (NCJ 39143)

A final evaluation is presented of a family crisis intervention training program instituted in the New Orleans Police Department to reduce homicide rates associated with family disputes in three areas of the city. Specific program objectives included reducing homicides, assaults, and repeated police calls resulting from family problems and and counseling family members with serious problems. Training began in January 1975 with an eventual total of 200 patrolmen and sergeants from 4 divisions participating in eight 70-hour, intensive training sessions. Training consisted of lectures by staff and visiting professionals, films, videotapes of similar projects, and role-playing. The impact of training on the officers involved was assessed by their responses to pre- and post-training questionnaires. Based on these responses and positive feelings toward the training received, the program has been included in the training academy curriculum. Recommendations for implementing the program in other jurisdictions with a minimum of hostility between those selected and those not selected are set forth for the benefit of other departments wishing to institute similar programs. The course outline and questionnaire used to assess attitudes toward the program are attached.

38. _____. Law Enforcement Assistance Administration. National Institute of Law Enforcement and Criminal Justice. Police Management of Conflicts Among People: Final Report. By. J. W. Zacker and E. Ratter, City University of New York. Washington, 1970. 83 p. (NCJ 32471)

A description of a program designed to determine the impact on the community of conflict resolution skills training for recruits and patrolmen of the New York City Housing Authority Police Department is presented. In order to achieve project goals, policemen were randomly separarated into two groups. One group received conflict resolution skills training while the other received conventional training covering a broad range of the behavioral and social sciences. At the end of training, representatives of each group were assigned to preselected housing projects. Another housing project, with its normal complement of patrolmen, served as a control. Evaluation measures included before-and-after assessments of police attitudes and social awareness, community attitudes toward the police, and police performance, plus analysis of data regarding the interpersonal conflicts in which conflict-resolution trained officers intervened. Analysis and interpretation of program data is to be included in

the 1972 report. A list of references is included. The appendix contains statistics on the housing developments included in the study, sample police dispute information forms, and copies of the training schedules for the two experimental groups.

39. _____. Law Enforcement Assistance Administration. National Institute of Law Enforcement and Criminal Justice. Program To Train Police Officers To Intervene in Family Disturbances: Final Report. By H. L. Ross and E. M. Glaser, Human Interaction Research Institute. Washington, 1970. 73 p. (NCJ 01509)

This program was designed to train police officers to cope with family disturbance calls in terms of citizen welfare and intervening officer safety. The immediate aim of the officers was to reduce emotional tension as quickly as possible and thus avoid violence between the disputants or toward the intervening officer. A long-term project goal was to help direct families to suitable agencies in order to resolve their chronic difficulties. The program was cmpared to a similar one in New York in terms of training, cost effectiveness and methodology.

40. VANDALL, F. J. Police Training for Tough Calls: Discretionary Situations. Atlanta, Georgia, Emory University, 1976. 138 p. (NCJ 37546)

This training manual is designed for police officers and criminal justice students. It deals with situations in which discretion plays a major role; such as noisy groups, riots, and family fights. The first two sections analyze crucial concepts such as discretion, full enforcement, and the social role of the police. Chapter 3 is an examination of the most complex and dangerous police call: the domestic disturbance. This chapter contains a model guideline for training officers to deal with domestic disturbances. Chapter 4 is a close study of a cross section of existing riot prevention training materials. This chapter considers the most sensitive and explosive problem in law enforcement: dealing with street groups when the community is tense. It concludes with a detailed model guideline for dealing with groups of people who are on the street. The purpose of domestic disturbance and street gathering models is twofold. First, the models provide examples and outlines of more responsive training materials. The models can be used by executives, command-level officers, and training personnel as guides to improve departmental training materials. The format of the models is flexible enough to be applied to any sensitive enforcement problem, from curfews to streetwalking prostitutes. Secondly, the models can function as actual training guidelines. Agencies using the model guidelines are expected

to modify them to fit local law and agency policy. Chapter 5 introduces the Socratic dialogue approach to police training. This chapter consists of hypothetical policing situations such as noisy teenagers on a corner, landlord-tenant conflicts, and sniping. Model cases in chapter 5 stimulate policy discussions and call for responses by the instructor regarding how individual departments would deal with each case.

41. WALSH, J. A. and P. G. WITTE. Police Training in Domestic Crises: A Suburban Approach. Community Mental Health Journal, v. 11, n. 3:301-306. 1975. (NCJ 31696)

This reprint contains the results of an evaluation by participating officers on a family crisis intervention seminar. The seminar was aimed at combating special types of family problems encountered in suburban settings. In addition to results of numerous new requests by police for mental health consultation, a description of the seminar is presented. Results of the participant questionnaire suggest that a training approach different from urban programs is needed and wanted by suburban police. The author calls for more cooperation between police and community mental health agencies in developing similar training programs.

CRISIS INTERVENTION BY POLICE

42. BARD, M. Law Enforcement and the Social Sciences, Part 1. Texas Police Journal, v. 23, n. 2:14-17. March 1975. (NCJ 18686)

This selection describes an attempt at police-social science collaboration and outlines the benefits of such collaboration for the social sciences. In this joint effort, Norwalk (Connecticut) police and a team of social psychologists from City University of New York work together to identify the third-party intervention approaches employed by police officers when dealing with interpersonal conflicts. The responsibility and accountability for every aspect of aspect of the project are shared by the police department and university. Among the implications for social science are the chance to gain knowledge while actually contributing in a meaningful way, the chance to enlarge social science methodologies, and the development of new methods of education for social scientists.

43. BARD, M. and J. ZACKER. Police and Interpersonal Conflict: Third-Party Intervention Approaches. Washington, Police Foundation, 1976 (NCJ 37960)

From June 1973 to October 1974, social science researchers joined with the Norwalk (Connecticut) police department to study how police, untrained in third-party intervention approaches, handle disturbance situations. The project in Norwalk was developed as a research program to build a new body of knowledge about the police role in conflict management. The police officer's vast, but largely undefined, experience as third-party intervener in interpersonal conflicts provides the basis for this project's development of more effective third-party intervention models. Because the largest number of disturbance calls in Norwalk occurred during the evening hours, the 4 p.m. to midnight platoon was selected for participation in the study. Squads A and B, each having 10 officers, participated in the planning and field observation phases. The 10 officers of Squad C were reserved as a control group for the field-testing phase. During field observations, the 20 participating officers provided data on 150 disturbance situations by completing dispute report forms. The forms were designed to elicit the following information: description of the situation; description of the participants; and the officers' own actions and responses. A research panel, composed of five officers and four researchers, analyzed the data and defined the approaches used by the officers in the interventions. As a result, the following seven approaches were categorized: authority, counseling, arbitration, director-mediation, negotiation, referee-mediation, and relayer-mediation. Three of these approaches--authority, negotiation, and counseling were selected for futher study and field testing. The second phase of field testing is discussed in detail. During this phase, officers handled a total of 344 calls. Repeated use

of the three selected intervention approaches (authority, negotiation, and counseling) generally led to improvement in an officer's ability to apply those approaches. A majority of officers viewed negotiation as the most important approach for police recruits to learn. Focusing on interpersonal aspects of police work apparently enabled officers without formal training to improve their perceptions of interpersonal processes, increase their knowledge of human behavior, and appropriately alter their own behavior. It is suggested future research be attempted to determine whether the methods employed in this project can be refined and applied to third-party intervention and to other police practitioner functions. The appendix contains copies of the dispute report and the third-party aproach debriefing forms as well as dispute situations involving use of the authority, negotiation, and counseling approaches.

44. BLANTON, J. Self-Study of Family Crisis Intervention in a Police Unit. Berkeley, Social Action Research Center, undated. 4 p.
MICROFICHE (NCJ 36632)

A description is given of a model for decisionmaking in family crisis intevention. Guidelines are provided for observing the scene, assessing and defusing the situation, fact finding, mediation, and referral. This model was developed by police in the family crisis intervention unit of a large western city and was based on their experiences in handling such situations successfully. References are included.

45. CALIFORNIA OFFICE OF CRIMINAL JUSTICE PLANNING. Alameda Regional Criminal Justice Planning Board. Project Outreach: A Program of Family Crisis Intervention, Final Report. By T. E. Whalen and S. Calcagno. Oakland, 1974. 60 p.
MICROFICHE (NCJ 16626)

An assessment is presented of a successful police project to decrease time spent on family disturbance calls and to increase the ability of police to handle these cases through training in intervention techniques. Objectives of this program were to reduce by one-fourth repeat family disturbance calls; to reduce time spent on family disputes by 20 percent; to improve the ability of police to handle family disturbance calls; to determine which of two approaches used was most effective; and to bring the problems of families frequently needing crisis intervention by police to closure. Evaluation measures consisted of a review of police records of family disturbance calls, a questionnaire administered to police after a 20-hour training course, a pre-post instrument to assess attitude changes and opinions of police and client families. The two approaches to handling family crisis calls consisted of counselors responding along with police officers and referrals to counselors by police. A comparison

of results with the year prior to the project indicated a 22-percent reduction in family crisis calls. The questionnaire showed marked changes in attitude and a positive view of the training received. A comparison of alternative counseling approaches showed few differences in client outcomes, while repeated calls from families were significantly reduced.

46. CHISHOLM, D. C. Mobile Family Services Unit. Police Chief, v. 41, n. 12:16. December 1974. (NCJ 16146)

This article describes a unit providing emergency counseling services, referrals, care for abandoned children, emergency accommodations, and food requisites in cooperation with police and social services departments. The unit was formed to integrate the services of welfare agencies and the police department. Offices are located in the police building, and the staff is available on a 24-hour basis. Permanent staff is composed of an executive director, three crisis workers formerly from the department of social services, and three crisis workers who receive on-the-job training. When in the field, workers are in contact with the police department via police radio in a van. Statistics for February, March, and April 1974, show a a tripling of calls attended.

47. COFFEY, A. R. Police Intervention Into Family Crisis: The Role of Law Enforcement in Family Problems. Santa Cruz, California, Davis Publishing Company, 1974. 191 p. (NCJ 15241)

A conceptual framework for the analysis of family crises is presented. Alternative solutions to traditional crisis intervention problems are suggested in a law enforcement context. Decisions on defendants' rights during lineups are also discussed. The status of the police officer's role is constantly changing in response to feedback from many diverse societal elements. Although family crisis intervention is not the only significant change in the police role, it may be the most dramatic. Historically, police have treated the symptoms of family disturbances, not the disease. Now, however, the police role is being modified to insure that police contact with a family disturbance resolves more than the disturbance. The major justification for this trend is the fact that only the police consistently reach family crises severe enough to require intervention, and, significantly, reach a crisis while it is still a crisis. The policeman who reads this book is not merely told what to do in a particular situation; he is taught how to analyze a problem and choose the most appropriate of a number of alternatives. Police Intervention Into Family Crisis is organized, with major points of emphasis

and key words printed in boldface capital letters for easy reference and retention. Each chapter is summarized and includes a list of discussion topics.

48. FISHER, S. A. Suicide and Crisis Intervention: Survey and Guide to Services. New York, Springer Publishing Company, 1973. 287 p. (NCJ 14915)

This survey and descriptive study provides a synthesis of a variety of model of operational techniques and methods, based on a nationwide sample of suicide prevention and crisis intervention centers. A historical perspective on the need for these services and a review of pertinent literature is provided. The survey requested basic information on method of operation, telephone setup, telephone coverage, contact with callers, sponsors and funding staffing, training, publicity, goals and purposes, and followup of callers. Information was also solicited on length of time in operation, recordkeeping, and and problem areas. The questionnaire was sent to a threeway crossindexed list of known services. Respondents were divided according to the focus of their services and data were compiled and tabulated for 142 suicide prevention centers and 50 youth services. Results of the survey are discussed, and recommendations on research, sharing and dissemination of information, and use of volunteers are provided. The appendixes include a list of associations and publications, the survey instrument, sample forms used by these services, and a brief suggested list of material for training.

49. FLAMMANG, C. J. Police Crisis Intervention. Chicago, University of Illinois Police Training Institute, 1972. 92 p. (NCJ 26801)

Intended as a guide for working police officers as well as a resource for police administrators, this text provides a background on the causes of crisis situations and suggests several crisis intervention approaches. The complexities of urbanized and industrialized society, and the factors which give rise to increased tension and anxiety, are reviewed in the first chapter. Aspects of emotional behavior are also discussed, including emotional development, maturity, emotional reactions to stress and anxiety, and emotional pathology. Methods of handling problems of emotional response are then suggested. It is stressed that the police officer should recognize the importance, the commonalities, the normalcy, and the occasions for the emotional responses on both the part of the individual encountered and on the police officer himself. The role of the family in relation to development of the child and future adult behavior of the individual is examined as well. After reviewing these factors of personality development and behavior response, the author turns to an analysis

of the police role in society. An assessment of the traditional crime orientation of the police is first provided. The author argues that law enforcement must reevaluate its role in society and move from its present posture of criminal orientation toward a service orientation. No attempt to develop crisis intervention techniques or programs will be successful until the service nature of police work is fully perceived. General methods of implementing police crisis intervention services are discussed and specific techniques of crisis intervention are presented.

50. HENDRICKS, J. Transactional Analysis and the Police--Family Disputes. Journal of Police Science and Administration, v. 5, n. 4:416-420. December 1977. (NCJ 44615)

The use of transactional analysis (TA), a method of psychotherapy based on understanding interactions between people, by police in handling domestic conflicts is discussed. According to the proponents of TA, the method offers the following advantages: its methods and principles are easy to learn; it increases self-understanding, thereby increasing understanding of others; it is a practical tool that is almost immediately usable; and it helps solve intrapersonal, interpersonal, and family problems. The TA approach views each person as a combination of parent, adult, and child, and specifies the roles played by each personality component. A second important TA tenet is the use of game theory; engagement in destructive, time-consuming interaction in which one player wins a payoff at the expense of another person. Such concepts can be used advantageously by police officers in handling disturbance calls. The officer can view the conflict participants in terms of the personality components and games they are acting out and can intervene accordingly. Common games relating to family disputes are described, and the appropriate response by the police officer is noted. It is concluded that TA should be an integral part of police training programs.

51. KOBETZ, R. W. Ed., Crisis Intervention and the Police: Selected Readings. Gaithersburg, Maryland, International Association of Chiefs of Police, 1974. 271 p. (NCJ 15412)

This collection of 36 articles describes how law enforcement agencies are learning to recognize crisis situations, train personnel in crisis intervention techniques, and establish crisis units. The problem of increasing violence and police efforts to cope with this phenomenon are discussed first. The following topics are covered in the selected

readings: conflict management and crisis intervention specialized units; the understanding and handling of crisis intervention situations; training crisis intervention personnel, and obtaining funds for specialized units; program planning; and evaluation. The following crisis situations are also discussed: family disputes, suicide prevention, disaster operations, and dealing with alcoholics or the mentally ill.

52. LOUGHEED, W. J. Our Safe Streets Unit. Police Chief, v. 40, n. 7:42-44, 46-48. July 1973. (NCJ 12028)

A description is presented of the Dade County (Florida) Safe Streets Unit (SSU), a specialized group oriented toward community service rather than traditional law enforcement. The unit focuses on these specific operational areas: juvenile guidance, community service, and family crisis intervention. The manner in which the SSU was structured, staffed, and made operational is discussed.

53. Management of Conflict. (Motion Picture). Gaithersburg, Maryland, International Association of Chiefs of Police, 1974. 20 min., color, 16 mm. (NCJ 16362)

This film depicts typical conflicts encountered by police and the application of techniques for managing conflicts. In the film two San Jose patrolmen encounter a husband threatening his wife with a gun, a shoving match between angry participants in a traffic accident, and an apparent fight between two hippies before a crowd of their peers. What principles of conflict management will resolve these typical situations that compose an officer's work? Maintaining an objective third-party posture within the policeman's symbols of authority, preparing persons for the next step in law enforcement procedure to reduce reaction to the unexpected, concerned listening, humor, effective body language, and posing alternatives to conflict are some of the principles recommended in this film. Interspersing actual conflict situations with a classroom setting of a sergeant lecturing patrolmen on conflict management provides a stimulating format. This film would be appropriate as a resource in conflict management training for cadets and experienced officers.

54. MANELLA, F. L. Police as Crisis Intervention Agents. Military Police Law Enforcement Journal, v. 2, n. 2:24-26. Summer Quarter 1975. (NCJ 29371)

The role of the police officer in crisis intervention is discussed. Specific recommendations are made for officers responding to domestic

to domestic disturbance calls and trying to resolve interpersonal conflicts. The importance and value of crisis intervention training for police are emphasized. The article includes a list of third-party intervention techniques and eight steps to determine referral action.

55. MEYER J. C. Social Aspects of Peace Keeping: Handling Personal Crisis Situations. Police, v. 16, n. 1:41-45. July 1972. (NCJ 04816)

A discussion is presented of the value of "street therapy," the informal techniques police use to deal with individuals in stress. Crisis intervention is a large and valuable part of police work. Recognition of this function should be given and training should serve to enhance these techniques, rather than impose those of other professions.

56. NEWMAN, C. L. Police and Families: Factors Affecting Police Intervention. Police Chief, v. 39, n. 4:25-26, 28, 30. March 1972. (NCJ 03174)

Services rendered by police to children and adults in crisis are discussed. The crises with which the police must deal range from the sudden fear a child perceives when he discovers his abandonment, to discovery and apprehension of a criminal in the commission of a theft. Policies must exist in the department which spell out the scope of responsibility and range of actions the officer is permitted to take in each type of situation.

57. O'CONNELL, G. and H. JOHNSON. Blue Beret--A New Police Image. Police Chief, v. 41, n. 6:58-60. June 1974. (NCJ 13936)

It is suggested that select police officers be trained in crisis intervention, life-sustaining techniques, and other service-oriented aspects of police work. Realizing that over 90 percent of an officer's day is spent performing non-law-enforcing functions, a police department would benefit from a highly trained, elite division, capable of dealing with persons on a personal level, as opposed to the traditional authoritarian level. The authors suggest that those qualifying for this division as a result of intense screening and training be allowed to wear a blue beret as a symbol of their achievement.

58. ROCHESTER POLICE BUREAU. FACIT: Family Conflict Intervention Team Experiment, Experimental Action Program. University of Rochester, 1974. 33 p. MICROFICHE (NCJ 17898)

A description of this planned police crisis intervention and referral program is presented. Information on the projects background, organization, personnel, training, and implementation timetable is included. The need for such a police unit is indicated by police statistics which show that over 20,000 calls per year involve interpersonal disturbances. Additionally, a substantial proportion of all homicides and assaults on police are related to this type of call. The proposed Family Conflict Intervention Team (FACIT) experiment involves training police officers in special techniques for handling conflict situations, acquainting them with relevant programs and resources in the community, and establishing mechanisms for referral of conflict situation clients to appropriate programs and agencies. In one experimental area the trained police will be provided with the services of a multidisciplinarian support team. The support team will provide a link between police identification of the problem and the subsequent followup on referrals of family conflict cases to appropriate treatment agencies within the community. It is stated that the experiment will be placed in a rigorous evaluation framework enabling an assessment of its effects. The specific effects anticipated include a reduction in the rate of crisis recidivism among families coming to the attention of the police, the development among police officers of skills to intervene in conflict situations without the use of force and without eliciting violence against themselves, a decrease in the frequency of resorting to the use of force or to the arrest of parties in a conflict situation, and an improvement in the attitudes of police officers regarding their capacity to manage conflict situations.

59. ROSENBLUH, E. S., T. C. NEIL, W. A. REICHART, B. T. THACKER, and L.S. DIFONSO. Techniques of Crisis Intervention: Emergency Mental Health First Aid. Louisville, Kentucky, 1974. 211 p. (NCJ 19019)

This textbook provides a background on human behavior, motivation, maladaptive behavior, social change, and counseling theories, and reviews such methods as problem solving, police crisis techniques, and role playing. The authors first review the characteristics of a crisis, the definition of crisis intervention, and the role of criminal justice in the crisis situation. Theories of human behavior, the development of personality, stages of development, and the mature personality are discussed. Such maladaptive behaviors as psychosis, schizophrenia, affective disorders, paranoid reactions, neurosis, and defense mechanisms are outlined as well. The effects of various aspects of social change are considered, including rebellion and revolution, cultural lag, mass communications and advertising, and the challenge of social institutions. Among the specific in-

tervention techniques presented in this text are effective listening and effective responding, interpersonal communication for crisis resolution, suicide prevention, nonchemical intervention in acute drug reactions, and conflict management and tension assessment. A list of sample referral sources is included.

60. STRATTON, J. Crisis Intervention Counseling and Police Diversion From the Juvenile Justice System--Literature Review. Juvenile Justice, v.25, n. 1:44-53. May 1974. (NCJ 14497)

The historical development of police diversion of juveniles and crisis intervention counseling is traced, showing these techniques to be generally as effective as traditional techniques, although much less expensive. Studies concerning the theoretical development, the emergence of crisis intervention practices in community psychology and mental health, further developments in crisis theory, and methods of working with the client in crisis are reviewed. Research done on police diversion includes determination of the factors which affect police decisions to divert, statistical studies of diversion rates, and investigation of factors which determine why a child is diverted. Some important experimental studies are discussed. The following topics are investigated in these studies: the success of police using crisis intervention techniques in family disputes, the diversion of persons from mental hospitals through family crisis treatment, and police diversion of juveniles into family crisis counseling programs.

61. _____. Effects of Crisis Intervention Counseling on Predelinquent and Misdemeanor Juvenile Offenders. Juvenile Justice, v. 26, n. 4:7-18. November 1975. (NCJ 30702)

Study findings provide a tool for investigating whether family crisis intervention shortly after initial police contact is more effective than traditional methods of dealing with juvenile status and juvenile misdemeanor offenders. When the minor was first brought to the attention of the San Fernando police, the subject was randomly assigned to the experimental (family crisis intervention) or control (traditional) groups. Traditional methods include informal counseling, counseling with parents, filing of a juvenile court petition, or immediate detention. Thirty subjects were assigned to each group. At the end of 6 months, study findings were used to compare differences between the traditional and family crisis treatment approaches with regard to number of days spent in detention, recidivism rates, and cost effectiveness. Cost effectiveness indexes were determined for the two groups by assessing superior courts costs, cost factors involved in probation services, and detention costs. A survey was conducted to examine the attitudes and feelings of parents and minors involved in the crisis intervention counseling approach. A statisti-

cal analysis of the data indicated that several significant differences were found at the .05 level. These pertained to the total number of rearrests, use of probation department services, and number of days spent in detention at Juvenile Hall between the traditional and experimental groups. Although a statistical test was not performed on cost comparisons between the two groups, a large difference was found in cost outlays for additional services required by the traditional group from the Los Angeles County Superior Court and the Probation Department. In an examination of the parent and child survey, parent and child responses to the idea of having a counselor in the police station, feelings regarding the counselor, value of the counseling, the counseling approach, and the results of the counseling were extremely favorable.

62. U.S. DEPARTMENT OF JUSTICE. Law Enforcement Assistance Administration. To Keep the Peace: Crisis Management in Law Enforcement. By K. Schonborn, National Conference of Christians and Jews. Washington, 1976. 106 p. MICROFICHE (NCJ 37085)

The proceedings are reported of a 2-day symposium held November 6-7, 1975, in Oakland, California, and attended by 150 participants representing 36 police agencies and 12 educational institutions in northern California. This report contains edited and condensed versions of three formal presentations made during the symposium plus summaries of six informal workshops in which crisis management practitioners described the goals, concepts, operation, administration, and impact of their programs. Presentation topics included new police role definitions versus the old, humanistic aspects of police work versus the technical, and generalist models of policing versus the specialist. The workshop dealt with hostage negotiation situations, mental health crises, school and youth crises, landlord-tenant disputes, family crises, and crises triggered by being a victim or witness to a crime or disaster. Appended materials include the symposium agenda and a list of participants. A topic-oriented bibliography is provided. Charted data on family crisis intervention programs in the United States and crisis management programs in northern California law enforcement are also included.

63. U. S. DEPARTMENT OF JUSTICE. Law Enforcement Assistance Administration. National Institute of Law Enforcement and Criminal Justice. Police Family Crisis Intervention and Conflict Management, An Action Research Analysis. By M. Bard and J. Zacker, City University of New York. Washington, 1972. 226 p. (NCJ 07130)

A study is reported of two methods of resolving personal and family disputes by police in low income housing projects and by precinct crisis intervention units. In addition to the analysis of the vari-

ables that make for disputes in which police are called on to intervene, the study addressed itself to an examination of performance of conflict management trained officers, attitudes of the community toward the police where conflict management trained officers were operating, the effects of training upon the police and their function, and the relationship of the trainees to their training consultants. The data analyzed 1,287 cases processed by the conflict-management trained unit of the New York City Housing Authority Police Department.

APPENDIX—LIST OF SOURCES

1. International Association of Chiefs of Police
   11 Firstfield Road
   Gaithersburg, MD 20760

2. Pergamon Press, Inc.
   Maxwell House
   Fairview Park
   Elmsford, NY 10523

3. Same as No. 1.

4. Available only through NCJRS Microfiche Program and NCJRS Document Loan Program

5. Columbus Police Department
   120 West Gay Street
   Columbus, OH 43215

6. Motorola Teleprograms, Inc.
   425 North Scott Street, Suite 23
   Schiller Park, IL 60176

7. Federal Bureau of Investigation
   Washington, DC 20535

8. Same as No. 2.

9. Same as No. 7.

10. Behaviordelia, Inc.
    P.O. Box 1044
    Kalamazoo, MI 49005

11. Same as No. 1.

12. AMS Press Inc.
    56 East 13th Street
    New York, NY 10003

13. Charles C. Thomas
    301-327 East Lawrence Avenue
    Springfield, IL 62717

14. Same as No. 4.

15. Same as No. 6.

16. Harper and Row
    10 East 53rd Street
    New York, NY 10022

17. Same as No. 16.

18. Same as No. 16.

19. Same as No. 16.

20. Same as No. 16.

21. Same as No. 16.

22. Same as No. 1.

23. Filmspace
    615 Clay Lane
    State College, PA 16801

24. Same as No. 4.

25. Same as No. 4.

26. California Attorney General's Building Security Commission
    Wells Fargo Bank Building
    Sacramento, CA 95814

27. Same as No. 4.

28. Same as No. 13.

29. Same as No. 4.

30. Same as No. 28.

31. Same as No. 4.

32. Same as No. 4.

33. Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402

34. Available only through NCJRS
Document Loan Program.

35. Same as No. 4.

36. NCJRS Distribution Services
Box 6000
Rockville, MD 20850

37. Same as No. 34.

38. Same as No. 34.

39. Same as No. 34.

40. Emory University
Center for Research in
Social Change
Atlanta, GA 30322

41. Behavioral Publications
72 Fifth Avenue
New York, NY 10011

42. Texas Police Association
P.O. Box 4247
Austin, TX 78765

43. Police Foundation
1909 K Street, NW
Washington, DC 20006

44. Social Action Research Center
2728 Durant Avenue
Berkeley, CA 94704

45. Same as No. 4.

46. Same as No. 1.

47. Davis Publishing Company
250 Potrero Street
Santa Cruz, CA 95060

48. Springer Publishing Company, Inc.
200 Park Avenue South
New York, NY 10003

49. University of Illinois
Police Training Institute
Chicago, IL 60680

50. Same as No. 1.

51. Same as No. 1.

52. Same as No. 1.

53. Same as No. 1.

54. U.S. Department of the Army
Washington, DC 20310

55. Same as No. 28.

56. Same as No. 1.

57. Same as No. 1.

58. Same as No. 4.

59. Rosenbluh and Associates
3101 Hikes Lane
Louisville, KY 40220

60. National Council of Juvenile
and Family Court Judges
Box 800
University of Nevada
Reno, NV 89507

61. Same as No. 60.

62. National Conference of Christians
and Jews
43 West 57th Street
New York, NY 10019

63. National Technical Information Service
5285 Port Royal Road
Springfield, VA 22151

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